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Strengthening Deafness and Education International's scope

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Strengthening Deafness and Education International's Scope

Deafness & Education International (D&EI) is an international peer-reviewed journal that publishes high-quality original research regarding the education of children and young people who are deaf. As Senior Editors, Jill and I aim to increase the international scope of D&EI. As such, we are pleased to announce D&EI's 2019-2021 Executive Editors who represent five global regions. Each Executive Editor brings strong collaborative skills with extensive research, practice, reviewing and editing expertise. In alphabetical order, D&EI's newly appointed Executive Editors are -

1. Representing Oceania (Australia, New Zealand and the Caribbean), Dr Elizabeth Levesque, General Manager of the Victorian Deaf Education Institute, Australia, brings a mixture of research and practice as she manages an exciting centre for the continuing professional development of teachers of deaf children.
2. Representing Europe and the Middle East, Associate Professor Magda Nikolarazi from the University of Thessaly in Greece contributes her wide-ranging research in deaf students' literacy skills and identities.
3. Representing North and South America, Assistant Professor Kristin Snoddon from Carleton University, Canada, approaches deaf education issues with a background in applied linguistics; she brings lived experience of deafness and co-ordinates the World Federation of the Deaf education expert group as well as her own research background in plurilingualism in deaf education contexts.
4. Representing the continent of Africa, Associate Professor Claudine Storbeck of the University of Witwatersrand, South Africa, joins the D&EI team with her in-depth knowledge of early interventions for children who are deaf from a wide range of socio-economic and cultural backgrounds.

5. Representing Asia, Professor Gladys Wai-Lan Tang from the Chinese University of Hong Kong who has pioneered and researched co-enrolment approaches in deaf education as well as establishing a global network of practitioners and scholars interested in this work.

Jill and I are grateful to Paul Simpson of the British Association of Teachers of the Deaf and Trudy Smith of the National Association of Australian Teachers of the Deaf who assisted in the selection of the Executive Editors. The new Editorial Board will meet regularly online and in person at international events such as ICED 2020 in Brisbane. We sincerely thank the outgoing D&EI Board for generously providing the Senior Editors with ongoing support and encouragement.

Jill and I will begin the recruitment of D&EI's Associate Review Editors in early 2019. We will be seeking five Associate Review Editors for each global region with expertise in deaf ~~educationness~~-related expertise to assist in sourcing anonymous reviewers, manuscript review, selection and overall governance of D&EI. The Expression of Interest for these positions will be posted on the D&EI website in the first quarter of 2019, and also tweeted from D&EI's Twitter account: @DeafEducInt.

Jill and I are pleased to announce that D&EI's 2019 special topic issue (volume 2), which Professor Sangeeta Bagga-Gupta of Jönköping University in Sweden is guest editing, will explore the intersections between the three multidisciplinary domains of Educational Science, Language Studies and Deaf Studies.

In the present issue D&EI has three articles - two from Australia and one from the USA. The first, by Emily Kecman, combines a literature review with auto-ethnography in

critically analysing the materials provided for parents of newly diagnosed deaf babies both from the literature as a whole and her own personal experience of decision making in relation to her deaf child. This article has been very popular in online viewings, showing the importance of the topic and also the interest in this combination of approaches to research. Kecman's article follows on from the last special issue on decision-making.

A team from Children's Health Queensland, the University of Queensland and Griffith University, Tricia McLean, Robert Ware, Helen Heussler, Suzanne Harris and Rachael Beswick, examine the speed of early intervention in Queensland, Australia, investigating the many factors that may prevent or impede parents in becoming involved. The findings indicate that some factors that might have been expected, such as home language or parents' education levels, did not slow early intervention engagement, which is encouraging; the method also illustrates how services could monitor their own success in engaging parents with early intervention services.

Finally, Taylor Hallenbeck and Jill Anne Chouinard from the University of North Caroline, and Charlotte Enns from the University of Manitoba, Canada review case study research in deaf education from the past forty years to show the many ways it contributes to our field, not least in illustrating how complex and unexpected individual cases are. Because of the very wide range of outcomes in deaf education, case study research can assist both as a way to explore theoretical ideas and as a caution against generalised findings which do not reveal individuals' choices, setbacks and achievements.

We wish our colleagues and readers a happy New Year and look forward to the continuing growth of D&EI.

Rachel O'Neill

University of Edinburgh, UK

Rachel.oneill@ed.ac.uk

Jill Duncan,

University of Newcastle, Australia

Jill.duncan@newcastle.edu.au